

MICHIGAN COMMUNITY COLLEGES



Grant Expenditures and Program Summaries

January 2002



**Michigan Department of Career Development
Office of Postsecondary Services
Victor Center, 4th Floor
201 N. Washington Square
Lansing, MI 48913**

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM

BACKGROUND

The At-Risk Student Success Program was first authorized as a grant in the 1989-90 community college appropriation act (Public Act 175 of 1989). The original purpose of this grant was to assist community colleges in providing services to at-risk students. The permitted uses of the grant expanded in fiscal year 1996 however. At that time utilization of grant funds could also be used for the acquisition, enhancement, or upgrade of equipment and software related to telecommunications, computer systems, or other technologies for use by students, faculty or administrators. The expanded use of the funds continues to the present year.

Grant funds for fiscal year 2001 were to be used to address the special needs of at-risk students or for equipment or upgrade of information technology hardware or software. Activities related to services provided to at-risk students included, but were not limited to pretesting for academic ability, counseling contacts, and special programs. Equipment or information technology hardware or software purchased need not have been associated with the operation of a program designed to address the needs of at-risk students.

The definition of an at-risk student has also changed. The original definition, lasting only the first year, was:

Students referred to the community or junior colleges under 1 of more of the following state programs:

- (a) MJOB-Retrain (this was a state-funded job retraining program)
- (b) Tuition Incentive Program (TIP)
- (c) Michigan opportunity skills training (MOST)
- (d) Job start

Beginning the second year of the program, and continuing to the present, an at-risk student is defined as:

Students who meet 1 or more of the following criteria:

- (a) Are initially placed in 1 or more developmental courses as a result of standardized testing or as a result of failure to make satisfactory academic progress.
- (b) Are diagnosed as learning disabled.
- (c) Require English as a second language (ESL) assistance.

The colleges are required to provide information to the state regarding the use of the At-Risk grant funds. This report is a summary of that information. Questions regarding this report should be directed to the Michigan Department of Career Development or to the contact person at each community college.

**STATE OF MICHIGAN
AT-RISK STUDENT SUCCESS PROGRAM**

**STATE SUMMARY
October 1, 2000 – September 30, 2001
P.A. 272 of 2000, Section 401**

1. Expenditures:		
A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$3,692,103
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$3,234,739
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 250,292
D.	Carry forward	\$ 48,743

NOTE: Items B-D will not total A because one college did not submit expenditure information.

2. At-Risk Students Served (unduplicated count):	46,654
---	--------

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Alpena Community College	
	Contact Person Richard L. Sutherland	
	Title Vice President for Administration and Finance	
	Telephone (989) 358-7368	Fax (989) 358-7561
	E-Mail sutherlr@alpena.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$121,725
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$121,725
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (unduplicated count):	355
---	------------

3. Summary of Accomplishments:

The At-Risk program works in conjunction with two other programs: the Vocational Support Services and the Student Support Services programs.

Specialized workshops are conducted on career exploration, financial aid and transfer options. Supplemental instruction is used in chemistry, math, and English courses. Students requiring accommodations receive special services and the cost for this is shared with Michigan Rehabilitation Services.

Alpena Community College annually evaluates all students who are considered at-risk. This evaluation encompasses evaluation of services to students, methods of identifying at-risk students and a review of developmental courses. Recommendations for improvement are derived from the above evaluation and are implemented so that we may better serve the students.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Bay de Noc Community College	
	Contact Person Joanne Roy	
	Title Director of Institutional Research	
	Telephone (906) 786-5802, ext. 1194	Fax (906) 789-6911
	E-Mail royj@baydenoc.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$105,324
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$105,324
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (unduplicated count):	489
---	------------

3. Summary of Accomplishments:

During the 2000-2001 academic year, all students that entered the college participated in mandatory testing of their academic skills and received follow-up advising and/or counseling. Students with less than a 2.0 average in high school or who score low on the entrance tests are flagged as "at-risk" and receive special monitoring in their course enrollment and academic progress. Students are enrolled in developmental courses if their test scores and academic history indicate they need such preparation. One of those courses that meet such student needs is College Writing Skills. Others include pre-college math, pre-college science, and college survival skills.

Some of these students need special support services. A key such service is counseling from a certified counselor. The counselor is able to work with the at-risk student to assess their transition into college and plan for their academic success. Sometimes additional testing is needed if the student has a learning disability or is not clear on their appropriate career plan. The counselor's availability to provide assessment, direction and encouragement to the student is critical to the student's success in the college classroom. Other such support services that at-risk students utilize include the Student Success Office's tutoring services, individualized services for disabled students, and referral to the Writing Center or Math Center.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Delta College	
	Contact Person	Pat Graves	
	Title	Development Associate	
	Telephone	(989) 686-9218	Fax (989) 667-0620
	E-Mail	pagraves@alpha.delta.edu	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$110,504
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 88,832
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 21,672

2. At-Risk Students Served (unduplicated count):	1,801
---	-------

3. Summary of Accomplishments:

Students participating in services offered through Delta College's At-Risk Program are recruited from developmental English and math courses as well as from low scores on the ASSET/COMPASS test(s). Students scoring in either the under-prepared range or the non-prepared range on the ASSET/COMPASS test(s) for incoming students are contacted and encouraged to participate in a second tier of assessment prior to selecting courses for their first semester.

Letters are sent to all students who could benefit from the services provided by the At-Risk Program, including services of the Bridge Program (a developmental education program) or through the Teaching/Learning Center where students receive assistance in specific course tutoring, peer mentoring, or structured learning assistance. In addition, students who fall below a 2.0 grade point average are placed on "Academic Caution" and contacted by an Advisor in the Student and Educational Services department. During the 2000-01 fiscal year, approximately 1,000 students were notified by letter and encouraged to participate in advisement services and to enroll in certain courses. As appropriate, students are assigned to an advisor/mentor to develop an Educational Development Plan/Academic Support Plan.

At-Risk students are informed of, and invited to use the tutoring, computer instruction (PLATO), academic skill building workshops, peer mentors, structured learning assistance, and other services of the Teaching/Learning Center. Faculty that teach developmental courses have the option of requesting a Structured Learning Assistant or a Peer Mentor who offers supplemental sessions and tutoring outside of class time. Students in the Structured Learning Assistant supported developmental courses are invited to the Structured Learning Assistant study sessions; however, if a student's grade point average falls below a B- in the course, they are required to study with the Structured Learning Assistant. A Developmental Education Director supervises the Bridge Program to coordinate the efforts for under-prepared students. Students with learning disabilities are served individually by the Learning Disabilities Coordinator.

Delta College's Developmental Education Program is being implemented with a coordinated approach for at-risk students. Students are directed to enroll in the class that is most appropriate for their skill level. Students can enroll in the Student Success courses to prepare them for transition to college level work. A partnership has been established with local agencies to effectively serve adult basic education students. There is a direct

link between the At-Risk Program and the Teaching/Learning Center to serve students in the classroom and in tutorial settings.

During the 2000-01 fiscal year, a total of 1,801 students were served. Of the 1,801 students served, 1,041 were developmental (57.8%), 57 were learning disabled (3.16%), 4 were limited English proficient (.22%), and 699 students received support through structured learning assistance (38.8%).

In summary, the 2000-01 At-Risk funding has provided Delta College with the opportunity to provide additional academic support services to assist academically at-risk students to improve their academic achievement (grade point average) and retention both within and between semesters.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Glen Oaks Community College	
	Contact Person Mark G. Watson	
	Title Chief Operations Officers	
	Telephone (616) 467-9945	Fax (616) 467-4144
	E-Mail mwatson@glenoaks.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$131,210
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$125,962
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 5,248

2. At-Risk Students Served (unduplicated count):	528
---	------------

3. Summary of Accomplishments:

The grant was used to assist at risk students in the counseling/advising stages of their education at the college. The college experienced a large influx in numbers of at risk students due to local factory closings and tuition grant money available to those who had been laid off.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Gogebic Community College	
	Contact Person Stephanie F. Murphy	
	Title Director of Learning Support	
	Telephone (906) 932-4231, ext. 213	Fax (906) 932-2339
	E-Mail sfm@gogebic.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$78,617
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$78,425
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 192

2. At-Risk Students Served (unduplicated count):	806
---	-----

3. Summary of Accomplishments:

At Risk students at Gogebic Community College are identified through the admissions process and faculty referral. The majority of students are identified through the admissions process, enabling GCC to focus on assisting students throughout their first year in college, characteristically the most difficult and uncertain year. Once identified, either the Special Needs Coordinator, Director of Learning Support, or the Career Counselor are assigned as the student's advisor. These three advisors spend a great deal of time working with new At-Risk students to assess their skills and interests, develop realistic academic and career goals, arrange specialized tutoring sessions or directed studies, and follow-up with student progress during the semester. Once students have experienced academic success they are assigned a regular faculty advisor for their academic program, or may stay with the specialized advisor if they choose or if they continue to need the additional support. Students that are identified through faculty referral meet with the Director of Learning Support to ascertain their difficulties, obtain academic and/or counseling support, reassess their course load and long and short term goals.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Grand Rapids Community College	
	Contact Person Richard Bezile	
	Title Dean of Educational Services	
	Telephone (616) 234-4145	Fax (616) 234-4110
	E-Mail dbezile@grcc.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$76,714
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$69,947
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 6,767

2. At-Risk Students Served (unduplicated count):	4,058
---	-------

3. Summary of Accomplishments:

Grand Rapids Community College's Academic Foundations Program (At-Risk) is a comprehensive program that includes mandatory testing and placement for developmental classes (consisting of reading, English, math and study skills). The program also provides for testing of students who are suspected of having a learning disability. Services for disabled students include early registration, sign language interpreting, peer and professional tutoring, testing accommodations, textbook taping assistance, note taking, transportation coordination and agency referrals. The Program provided services to 209 students with learning disabilities. The program also assisted 238 students who have English as a second language by providing formal classroom instruction and/or pronunciation and conversational groups.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Henry Ford Community College	
	Contact Person	Gerald Olszewski	
	Title	Director of Counseling and Assisted Learning Services	
	Telephone	(313) 845-9752	Fax (313) 317-6550
	E-Mail	Jerry@hfcc.net	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$168,324
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$167,240
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 1,084

2. At-Risk Students Served (unduplicated count):	5,400
---	-------

3. Summary of Accomplishments:

The At-Risk program served a total of 5,400 students including the Learning Lab, Assisted Learning Services Office, tutorial assistance, English as a second language, students enrolled in developmental classes, and students on academic probation/dismissal.

Tutorial services are provided by the Assisted Learning Services Office, Learning Lab and the Partners Plus Program. 80% of the students tutored through the assisted Learning Services Office earned a grade of "C" or better. All students on probation/dismissal are required to see a counselor before enrolling. 87% of the students on probation/dismissal improved their GPA or had no change in their GPA.

Technicians assisted instructors in ESL and lower level developmental English classes.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Jackson Community College	
	Contact Person Christine Reiff	
	Title Director, Learning Support Services	
	Telephone (517) 787-0800 ext. 8270	Fax (517) 796-8631
	E-Mail christine_reiff@jackson.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$114,933
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$106,333
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 8,600

2. At-Risk Students Served (unduplicated count):	1,168
---	-------

3. Summary of Accomplishments:

The Office of Learning Support Services provides learning support and financial assistance for at-risk students. Our goal is to assist students with physical, academic, and financial challenges to obtain a barrier free education.

Learning Support is defined as any device, tool, software, person, workshop, physical assistance and/or financial assistance needed to help a student succeed at his/her goals.

We are able to provide financial assistance for tuition, fees, books, childcare, transportation, and uniforms through the Special Populations Grant for:

- C Single Parents
- C Displaced Homemakers
- C Non-Traditional Training & Employment
- C Students with a Disability
- C Economically Disadvantaged
- C Academically Disadvantaged
- C Limited English Proficiency

Specific services offered to At-Risk students are:

- C Admission Assistance
- C Course Placement Assessment
- C Academic Advising
- C Registration Assistance
- C Financial Assistance
- C Career Exploration/Assessment
- C Job Placement
- C Tutoring
- C Referrals

Available Accommodations for At-Risk students are:

- C Sign Language Interpreters
- C Real-Time Reporting
- C Assistive Listening Device
- C Tape Recording Written Materials

- C Test Accommodations
- C Tape recording lectures
- C Print Enlargements
- C Note Taking Assistance
- C Learning Station Modification
- C Mobility Assistance
- C Lecture Taping
- C Extended Testing Time
- C Typists
- C Monitoring of Progress

Students requesting accommodations provide written documentation of their disability by an appropriate qualified professional (i.e. psychiatrist, psychologist, audiologist, ophthalmologist, etc.). The diagnosis should address how the disability impacts his/her learning.

Steps in Identifying At-Risk students:

JCC has mandatory placement for all incoming students. Students who have taken the ACT test and scored 18 on the math and composite portions are exempt, or who have previous successful college coursework.

The writing sample is a model adapted to Jackson Community College from the University of Michigan. The math portion was created by our mathematics department and the reading assessment is Stanford. Each assessment measures college readiness. Those students scoring below the recommended college entry level are placed in the appropriate corresponding reading, writing, or math course.

Students enrolled in one of our developmental reading courses are given a pretest at the beginning of the semester to assess appropriate reading level and a post-test at the end of the semester to determine student progress. The instructors make a recommendation as to the student's ability to proceed with college level courses, to advance to the next developmental reading course, or to re-take the current course.

The developmental writing course also has a post assessment to determine student progress and to evaluate student readiness for English 131.

A 2.0 or higher in Math 110 automatically completes the developmental math requirement.

In addition, Jackson Community College offers our students, upon entry, three initial opportunities to self-identify as having a disability.

First, when a student sends us an application for admission, he/she receives a packet of information in the mail outlining next steps. This packet also includes a self-identification card, from Learning Support Services, that allows a student to tell us about his/her disability and inquire about accommodations available for the coming semester. Second, when the acceptance letter is mailed to the student, the same self-identification card is mailed to the student to offer another opportunity to self-identify and request accommodations. Third, at Freshman Orientation, the self-identification cards are made available to everyone. The facilitator specifically announces the card and its purpose. He/she offers detailed instructions on where to go if the student would like physical, academic, or financial assistance. In addition, self-identification cards are placed in the Student Center for our returning students.

Once a student has sent us their self-identification card, Learning Support Services mails a welcome letter and a request for documentation. Students schedule an appointment with the Director of Learning Support Services to establish the appropriate accommodations, based on their documentation, for each course. The student gives written permission to LSS to notify each of the instructors as to the desired accommodation(s). A written notification is sent to each instructor indicating the accommodation(s) to be provided. If the accommodation is a contracted service such as, sign language interpreter or real time reporting, LSS will make those arrangements.

Accomplishments and Unique Components:

We have established "Online Course Placement" to better accommodate the variety of schedules and locations of our prospective students. The online version uses the same assessment instruments selected and written by our faculty that are used for the paper-pencil version. Access is available via the Internet and protected with an account-building process using Blackboard software. Students instantly receive results for reading and math placements. The writing portion is downloaded for instructor review, with results entered within a week on the student accounts.

"Online Orientation" was established for new, current and returning students. This service allows students to learn more

about college requirements and tips for success. It is designed to enhance a student's options for completing the admissions process. This part of the JCC website includes definitions of college terms, explanations of processes and helpful advice on getting assistance.

The self-advocacy program is provided for students contemplating higher education. We emphasize the importance of self-advocacy first. We discuss what it is, how to do it and why it is so important. We also cover the topic of I.E.P.C.'s or other documentation. Students need to know what it is, where to get it, know what was given as an accommodation to them in high school, and what to do with the documentation when entering college. Additionally, the topic "Differences in secondary vs. post-secondary" are discussed at length to better prepare incoming freshmen for college life.

Another component of our process is in-service sessions held internally with faculty and staff and externally with Jackson, Hillsdale, and Lenawee County Sid's employees. A tri-county collaborative is necessary to implement an effective transitioning process for our students.

This program also incorporates our current JCC students with disabilities. We call this group JCC GEMS. GEMS stands for "Giving Education Mentoring Support." The GEMS volunteer to participate in our programs involving high school senior students with disabilities. Typically, our students will speak about their disability, what challenges they encounter, and what strategies they use to overcome them. They also offer themselves as a buddy/mentor for our incoming freshmen.

In March of that same academic year, Learning Support Services offers the Bridging Program for parents, special education teachers, and high school counselors. The program addresses the issue of documentation and its use beyond high school, student self-advocacy skill training and what we see from our perspective, and the differences in what the law allows and requires at the post-secondary level vs. secondary.

Finally, the finale to our process in the Transitioning of GEMS is "A Taste of College." This is a full day event for high school senior students with disabilities. The students participate in a team building activity with a faculty member, to get them comfortable with the college environment. Next, we use the same video from the Self-Advocacy program to demonstrate what self-advocacy looks like, what information is included in this type of dialogue to give students a better understanding of what is expected of them. Again, differences in secondary vs. post-secondary are reiterated and stressed. Students are taught the significance of their documentation and are equipped before leaving with questions to ask their special education teachers about their own current accommodations. After lunch, students actually sit-in on a college class and participate as if they were a JCC student. This provides them the opportunity to experience a college classroom, a faculty member, what a syllabus is, how to read one, and what the expectations are. After class, students are given an opportunity to ask questions and offer feedback on the day's event.

Promotion/Outreach Activities

Extensive outreach and recruitment efforts of Special Populations and At-Risk students are accomplished by offering awareness presentations to community agencies in the tri-county area (Jackson, Hillsdale, and Lenawee County). These agencies include: Family Independence Agency (FIA), Michigan Rehabilitation Services, Michigan Commission for the Blind, Youth Diversion, Rotary clubs, Business & Professional Women Association, Lenawee County Counselors Associations (K-12), Jackson Housing Commission, Child Care Network, Friend of the Court, K-12 Special Education program staff, Family Self-Sufficiency Agency, Jackson County Health Department, United Way, Women and Children Centers, Jackson Area Career Center, and Lenawee Vocational-Technical Center.

In-house activities to maintain access and retain students include awareness presentations and on-going in-services to: all new employees through new employee orientations, supplemental faculty orientations, full-time faculty orientations prior to the start of fall and winter semester, department chair meetings, and departmental meetings.

Current information on available services, accommodations, and funding are provided externally and internally via: the college catalog; semester course schedules; JCC web site; Learning Support Services homepage; student development fliers/postcards; Office of Learning Support Services brochures; Special Populations posters; Special Populations newsletter; college-wide email postings and hard copy mailings; the internal employee newsletter (Treasure Chest); the campus newspaper (Phoenix); electronic TV monitors located throughout the campus, JCC's "hold" recording, news releases for the local newspapers and radio stations.

Job Placement

The Career Development & Placement Services office at Jackson Community College is pleased to provide current students and graduates access to a dynamic, leading-edge software program, 1stPlace! This placement software is a revolutionary way to reach students, alumni, and employers via the World Wide Web, allowing us to become a Virtual Career Services Office. With this computerized resume matching service, staff are able to assist students, alumni, and

employers in meeting their employment needs using selection criteria which is based upon employability skills and credentials.

A major function of the Placement Services office is to provide a link between job seekers and employers, assisting both with fulfilling their employment needs. By providing a multimedia job posting system, JCC graduates and currently enrolled students learn about available positions in person, by telephone, by electronic mail, by the World Wide Web, and through one-on-one placement advising. Our on-line services match job seekers with prospective employers, both locally and nationwide.

In addition, the Placement Services office is dedicated to providing up-to-date information on occupational growth and earnings for programs of study offered by Jackson Community College. Other valuable services provided to alumni and current students include one-on-one resume assistance in developing chronological, functional, combination, electronic and scannable resumes, and preparation of cover letters and thank you letters.

Employment Opportunities

Job Placement Registration: Currently enrolled students and alumni can register their employment credentials online with JCC's new placement service. Our placement software is a revolutionary way to reach students, alumni, and employers via the World Wide Web, allowing us to become a Virtual Career Services Office.

Resource Library: Materials include reference books, periodicals, videotapes, and Internet access to search for information on job campaigning; resume and interview preparation; job fairs; state and federal employment opportunities; occupational growth and salary information; and other career-related topics.

Internet Access: Search the World Wide Web for job and career-related sites. Register and build resumes on Michigan's Talent Bank (www.michworks.org) and America's Talent Bank (www.ajb.dni.us). These Internet-based systems allow job seekers to view thousands of job vacancies available in Michigan and nationwide. In addition, job seekers can learn about the occupational outlook for specific careers based upon level of education at America's Career Infonet (www.acinet.org).

Resume and Interview Preparation assistance: One-on-one assistance for job seekers who are developing resumes, cover letters, and interviewing skills.

Jobs Line: Call (517) 796-UGET or (517) 796-8438 to listen to new postings. Current positions are organized by the six Career Pathways and are updated every two weeks.

Email Postings: New job postings are found on the campus electronic mail system, The Purple Shirt, under the Services-Events-Info folder. This service is available to all currently enrolled students with a valid email account.

Bulletin Boards: Job postings are listed on bulletin boards on Main Campus and at the JCC Extension Centers.

Job Binders: Job binders containing hard copies of job postings can be found in the placement office and at the Robert L. Johnson Downtown Center.

Dependent Care Services

To assist our Special Populations students and our At-Risk students, JCC has a childcare center on campus to help support their educational efforts. ABC Academy has preschool and kindergarten classes, along with infant/toddler care, a summer day camp program, and before and after school care for children up to 12 years of age that is available for student use. Grant assistance is available to those students who are eligible and covers day care expenses while the student is in class.

Transportation Assistance

Transportation assistance is provided in the form of a bus pass to those students who could use the Jackson Transit System. Those students who could not use the bus pass because they do not live in the Transit service area or because the bus was not available for night classes, are offered mileage assistance based on the distance they travel to school. Students who are traveling the greatest distance and had the greatest financial need are given priority to receive transportation funding through the Special Populations grant.

Free Workshops

Students are encouraged and invited to attend the free workshops provided by JCC. Topics covered are: test anxiety, how to build healthy relationships, time management, study skills, how to deal with difficult people, text reading, goal setting, note-taking, career exploration, choosing a major, women and depression, herbal remedies, depression, balancing work

and personal life, Friend of the Court series, meditation, self-advocacy, learning styles, identifying stress in children, resume writing, cover letters, and interviewing techniques.

In addition, LSS conducts a survey of our students to identify future topics needed or desired.

Scholarship Information

Learning Support Services receives information on a regular basis from external resources regarding available scholarship opportunities. This information is collected and disseminated to the appropriate populations and assistance is offered to students in obtaining the necessary forms for application and completion of required criteria. This information and assistance has proven to be a valued service by our students.

Special Populations Advisory Board/Community Resource Collaborative

Learning Support Services holds an annual meeting for the Special Populations Advisory Board. The Advisory Board consists of representatives from various external agencies; Michigan Rehabilitation Agency, Family Independence Agency (from Jackson, Hillsdale, and Lenawee County), Michigan Commission for the Blind, Friend of the Court, Lifeways, Youth Diversion, Jackson Housing Commission, Disability Connections, Jackson Transit Authority, Jackson Area Housing, Goodwill Industries, United Cerebral Palsy, Jackson Career Center.

The purpose of the Advisory Board is to collaborate with the external agencies on services provided, accommodations needed, and available funding resources. It also serves to update all participants on changes, new legislation, and processes. Students from the Special Populations program and the At-Risk program are invited to participate and offer input.

Tutoring

Free tutoring services are also offered through the Learning Support Services office. Any student who would like additional help in a particular subject can request a tutor. This service is a free service offered to all students and paid for by the institution. All tutors are required to have a 3.0 or above in the course in which they wish to tutor and must be certified by a faculty member. Each tutor receives five hours of paid training through Learning Support Services on; effective facilitation skills, identifying potential learning disabilities, discussing the significance of learning styles, problem solving, effective time scheduling skills, efficient textbook reading, and how to make well-organized outlines.

Web Address

Learning Support Services has its own web address at: <http://www.jackson.cc.mi.us/populations>. Our web address offers information on tutoring, study group leaders, available services, accommodations, grant information, important phone numbers, eligibility requirements, and other helpful links.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Kalamazoo Valley Community College	
	Contact Person Donald L. Konopa	
	Title Director of Learning Services	
	Telephone (616) 372-5111	Fax (616) 372-5458
	E-Mail dkonopa@kvcc.edu	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$118,490
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$118,490
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (unduplicated count):	391
---	-----

3. Summary of Accomplishments:

Students entering Kalamazoo Valley Community College have been assessed in reading, writing, and math skills (ASSET or COMPASS), and they have participated in orientation sessions. Assessment results have been reviewed with academic counselors, and students have been advised, and registered for courses within their chosen curricula; including, as necessary, developmental classes in reading, writing, math, and study skills.

Full-time professionals, as well as formally trained, part-time tutors, provided academic assistance to students when additional help was needed with class assignments.

Additionally, as students have needed specific services to support their instructional experiences, a broad range of opportunities have been provided, such as special services (interpreters, adaptive equipment, etc.), financial aid, child care, counseling, social organizations, athletic and cultural activities.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Kellogg Community College	
	Contact Person Donna Rudy	
	Title Vice President for Student Services	
	Telephone (616) 965-3931 ext. 2602	Fax (616) 965-8850
	E-Mail ruddy@kellogg.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$157,285
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$157,285
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (unduplicated count):	1,729
---	-------

3. Summary of Accomplishments:

Kellogg Community College (KCC) counselors are expected to identify at risk students and set up a support system to help them succeed. Counselors review ASSET placement test scores in language, reading, and math with students during the intake interview. Sometimes counselors need to convince students to commit a semester to academic skill building in the KCC developmental program before beginning college-level work or to take a combination of developmental courses along with some college-level courses. The counselors refer many at risk students to the Special Populations program, the Student Support Services program, or the Tutoring Coordinator for academic assistance. In addition, they ask students who have indicated they have disabilities and want accommodations to sign a release, and the counselors request that a copy of their psychological records be sent to KCC. They also refer students to the Financial Aid Office and/or the Special Populations program for financial assistance. At the same time, KCC counselors prepare educational plans for at risk students so they can see the courses they need to meet their career and academic goals. Students receive a computerized printout of the plans (Colleague Release Degree Audit) and they can follow their plans until they complete their degree. If they change their goals, they are welcome to make other educational plans with counselors. For those at risk students who are undecided about their goals, the counselors assist them in understanding their work values, exploring career clusters, researching particular careers, and deciding upon a career direction.

This year the at risk funds were spent to support direct services to at risk students by covering a portion of the salaries of the placement testing director and secretary, academic paraprofessionals, and KCC counselors.

Plans are continuing to be refined for a new learning center which will bring together selected student academic services faculty and staff to present a holistic approach to assisting at risk students.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Kirtland Community College	
	Contact Person Stacey Barnes	
	Title Director of Student Services	
	Telephone (989) 275-5000 ext. 248	Fax (989) 275-6789
	E-Mail barness@kirtland.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$145,724
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$145,724
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (unduplicated count):	560
---	------------

3. Summary of Accomplishments:

At-Risk grant-funded activities were provided through placement testing, the writing center, developmental reading courses, general and developmental counseling and the student support services/special populations office.

Placement Testing: Mandatory placement testing utilized writing samples, the Nelson-Denny Reading Test, and in-house math tests. Mandatory placement in developmental course offerings bridged the gap between the proficiencies of entering students and the ability of the college to provide both access and quality.

Writing Center: Students were helped through a writing center course that provided intensive individualized help with sentence structure, punctuation and grammar. Another course, Writing Mechanics, helped students with special needs to make the transition between Basic Writing and English Composition I. Also, informal help was provided on a drop-in basis.

Developmental Reading: Students were helped in two developmental reading courses, Basic Reading and College Reading, through interactive classroom instruction involving students with each other and with the teacher. In lab, students used a computer program to study details, main idea, sequence, inference, and vocabulary. Personal attention was given by instructors and paraprofessionals to help each student reach his or her own maximum potential.

Counseling: The director of counseling provided personal, career, and academic counseling and the developmental counselor advised all students whose placement reading level was Basic Reading. The developmental counselor administered career assessment inventories for these students, monitored their progress, met with them throughout the semester, and continued to advise them until they completed two of the developmental course areas.

Student Support Services/Special Populations: The director of special populations coordinated services for both occupational and transfer students who were academically disadvantaged or disabled. Many of these students were developmental students and/or had learning disabilities. Students with learning disabilities were provided with classroom accommodations and referrals to the tutoring center.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Lake Michigan College	
	Contact Person Emmerson Payne	
	Title Interim Director of Transitional Studies	
	Telephone (616) 927-8157	Fax (616) 927-6874
	E-Mail payne@lmc.cc.mi.us	

1. Expenditures:	
A. Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$194,902
B. Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$181,959
C. Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 12,943
2. At-Risk Students Served (unduplicated count):	1,378
3. Summary of Accomplishments:	
Increased the number of students served by Transitional Studies. Upgraded technology in the Assessment Center. Increased the number of courses for Supplemental Instruction.	

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Lansing Community College	
	Contact Person Louise Rabidoux and Christina M. DeLand	
	Title At-Risk Counselors	
	Telephone (517) 483-1904	Fax (517) 483-1970
	E-Mail lrabidoux@lcc.edu cdeland@lcc.edu	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$134,738
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 82,755
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 3,240
D.	2000-2001 At-Risk grant to be carried forward (unexpended funds resulted from personnel changes and college staffing policies)	\$ 48,743

2. At-Risk Students Served (unduplicated count): 2,741

3. Summary of Accomplishments:

Lansing Community College provided individualized services to At-Risk students in several ways.

- C Developmental instruction in reading, writing, and math is supplemented by a tutorial services center, lab components of each discipline, and a drop-in writing center. Two full-time and one part-time Licensed Professional At-Risk Counselors provide outreach through developmental classroom visits during each semester to inform students of program services and campus resources. Classroom outreach topics have also included information on balancing multiple life roles, college success strategies, and coping with change. Some of the enhanced program services include: transfer information, academic advising, success monitoring, career planning, and specialized tutoring. Counseling is available for academic and personal concerns to all students. At-Risk students are encouraged to work closely with their chosen counselor. Additionally, faculty complete progress reports to alert counselors to the academic challenges of the at-risk student population. Counselors provide follow-up contacts with students throughout each semester to enhance student success. Student Development Courses facilitate the students' knowledge in areas such as study techniques, career planning, elimination of self-defeating behaviors, and academic success designed for students with ADD/ADHD. Students not maintaining satisfactory academic progress must meet with a counselor prior to enrolling each semester until satisfactory progress is achieved.
- C English as a second language services include specialized courses for ESL students, tutorial services, and multicultural center resources. Designated staff provided enhanced counseling and advising for this population. Two bilingual tutors work closely with ESL students. A resource guide is available to identify multilingual staff on LCC's campus to facilitate service to these at-risk students. Career planning and interest assessment are available as well. ESL classroom outreach included special topics following the September 11th terrorist attacks to facilitate healthy coping strategies, support and encourage tolerance of other cultures, and promote unity through diversity.
- C Learning Disability services include two full-time Licensed Professional Counselors specializing in

disabilities and a part-time Learning Disabilities Support Specialist and Reader Services Coordinator for accommodations. Staff work with students demonstrating learning disabilities, ADD/ADHD, and TBI to enhance academic and personal functioning. The staff assist students in identifying appropriate learning accommodations. These services include: testing in quiet rooms, note taking assistance, test readers, extended testing time, books on tape, and tutoring.

Support Services common to all At-Risk students include personal and academic counseling and advising, classroom outreach, referral to campus and community resources, and career planning and registration assistance. A comprehensive On-Line Orientation program was developed and implemented to assist new and returning At-Risk students. This additional mode of orientation acquainted these students with campus resources and procedures, and helped promote self-advocacy and student success. In addition, counselors provided outreach to the County Jail to promote educational opportunities for this at-risk population. The At-Risk counselors coordinated and implemented Critical Incident Stress Management (CISM) defusing and debriefing sessions for the campus community following the September 11th attacks and global response.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Macomb Community College		
	Contact Person Larry Hackney		
	Title Dean of Students		
	Telephone (586) 445-7407	Fax (586) 445-7223	
	E-Mail hackneyl@macomb.cc.mi.us		

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$90,272
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$90,272
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (unduplicated count):	3,448
---	--------------

3. Summary of Accomplishments:

The At-Risk program provides assessment, course placement, advising, tutorial, counseling and other support services to identified students. Staff of the program work in conjunction with the special services program and the Learning Center to provide a full range of services.

The staff of the At-Risk program work closely with the Office of Student Success Services in developing strategies for promoting student success.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Mid Michigan Community College	
	Contact Person Dr. Gwladys Austin	
	Title Vice President of Institutional Services and Technology	
	Telephone (989) 386-6637	Fax (989) 386-6613
	E-Mail gaustin@midmich.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$123,549
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$123,549
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (unduplicated count):	926
---	------------

3. Summary of Accomplishments:

During the 2000-2001 budget year, At-Risk funds were used to begin restructuring services and remedial instruction for at-risk students. A new center was formed, the Academic Support Center (ASC), with a Writing Center, Reading Lab, and Math Lab. The Coordinator of Tutoring Services is now responsible for administrative duties of coordination for the three labs and will work with faculty members and paraprofessionals to serve students. Reading, English, and mathematics courses are available in the labs along with drop-in tutoring and multiple resources such as computer-aided instruction, text-on-tape, and textbooks. With the assistance of an ASC staff member on the Mt. Pleasant Campus, the coordinator is setting up Individual Educational Plans for students enrolled in remedial classes.

The instructional administrators are currently looking at gatekeeper courses with low student success rates, which may be structured to include required student time in the learning labs. The college also has plans to hire a new faculty member with a background in remedial English and reading in the fall 2002 semester. This faculty member will work closely with the faculty and staff in the learning labs to better serve at-risk students.

Faculty members are currently working with Plato software, which is available in the learning labs to help connect content areas with the software. This will allow students to access the software as a tutorial in some basic courses and as a supplement for learning basic skills. The math faculty members are also investigating other software that has wider range for math classes offered in the ASC. Along with remedial courses offered through the ASC, the college also still offers some traditional remedial classes in reading, English, and mathematics. These courses are closely tied to the curriculum and objectives offered in the lab classes. Assessment of all methods of service and instruction is closely monitored and used to make changes.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Monroe County Community College	
	Contact Person Dr. Cindy Riedel	
	Title Coordinator of Learning Assistance Lab	
	Telephone (734) 384-4164	Fax (734) 384-4192
	E-Mail criedel@mail.monroe.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$102,673
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$102,673
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (unduplicated count):	239
---	------------

3. Summary of Accomplishments:

Grant funds provided faculty level tutoring for those students in developmental classes. In addition, the Developmental Specialist monitored each developmental student's attendance and performance. By using this method, we have improved our retention of developmental students who successfully complete the pre-college level classes and also improved the success rate of those students who go on to complete their first regular college class in English and/or math.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Montcalm Community College	
	Contact Person Dan Snook	
	Title Developmental Educator Coordinator	
	Telephone (989) 328-1282	Fax (989) 328-2950
	E-Mail dans@montcalm.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$70,131
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$67,126
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 3,005

2. At-Risk Students Served (unduplicated count):	378
---	------------

3. Summary of Accomplishments:

The vast majority of our grant was used to fund tutors (both professional and peer) and to pay the salary of one part-time instructor in our Developmental Education lab. We were forced to use a higher percentage on tutoring than normal due to a significant drop in Perkins funding last year. Without At-Risk funding, many students would have suffered as we would not have been able to provide quality service to them.

COMPASS re-test results for students completing developmental courses during the year are as follows:

Reading - average gain of 18.44 (average score = 80)

Writing - average gain of 24.82 (average score = 56)

Math - average gain of 12.32 (average score = 42)

For both reading and writing, the average scores are at or above what we require for entry into most courses.

The math average is two points below the score we require for Math 100.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Mott Community College	
	Contact Person William R. Angus	
	Title Vice President, Academic Affairs	
	Telephone (810) 762-0237	Fax (810) 762-0257
	E-Mail bangus@mcc.edu	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$105,617
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 61,070
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 44,547

2. At-Risk Students Served (unduplicated count):	6,492
---	-------

3. Summary of Accomplishments:

The 2000-2001 At Risk grant funds were used to continue the upgrade one of the college's Reading Labs/Classrooms by completing the second Reading Lab/Classroom. These funds were applied toward the purchase of 24 Pentium III 850 computers, which will replace the existing 486 models. More current application software was also purchased to function with the updated computers.

Based on placement test scores, students are placed in the reading course appropriate for their reading level. The content of the courses offered in the Reading Lab are designed to provide these students with a self-paced learning environment that assists them in achieving the reading skills necessary to succeed in college-level courses. We recognize that the increased potential for a student to succeed in college is tied very closely to the likelihood of continued enrollment or retention. The sophisticated software purchased for these higher functioning computers maximizes the learning potential of the student in the Reading Lab and helps us in assisting our students to achieve their individual educational, and, consequently, career goals.

Additionally, funds were used to support instruction in developmental reading, writing and math due to increased enrollment.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Muskegon Community College	
	Contact Person Janie P. Brooks	
	Title Dean of Student Services	
	Telephone (231) 777-0265	Fax (231) 777-0209
	E-Mail brooksja@muskegon.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$212,002
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$212,002
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (unduplicated count):	2,090
---	-------

3. Summary of Accomplishments:

During 2000-2001, over 2,000 students received at-risk services through enrollment in several developmental courses primarily in basic math, reading and writing. Developmental courses are offered in the Personalized Achievement Lab (PALab). Mandatory placement test scores identified the at-risk students. Students with low scores, and undecided students, were encouraged to participate in academic advising with the at-risk counselor to discuss intervention strategies. The advising sessions included assistance in course selection, exploring career options, and referrals to additional support services, e.g. tutoring and special services.

The vast majority of the grant funds covered salaries and fringes for two full-time PALab faculty, and ¼ paraprofessional, both a full-time counselor, and a testing clerical staff, and ¼ testing paraprofessional. Funds were also used to support vocational rehabilitation services and training opportunities for the counselor.

During 2002, at-risk students with grade point averages below 2.0 (C) after each semester/session will be contacted by the at-risk counselor. The counselor will offer appropriate intervention strategies to enhance the students' success.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College North Central Michigan College	
	Contact Person Jami Blaauw Hara	
	Title Director of Learning Support Services	
	Telephone (231) 384-6614	Fax (231) 346-6682
	E-Mail jhara@ncmc.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$178,833
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$168,365
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 10,468

2. At-Risk Students Served (unduplicated count): 535

3. Summary of Accomplishments:

Learning Support Services (LSS) experienced much growth and change in 2000-2001. In April, LSS acquired a new director, and in August, the lab doubled in size and moved to the new Student and Community Resource Center built by the college. LSS now includes a large lab with 35 brand new computers, a developmental classroom with 20 computers, a testing/tutoring center to accommodate large groups taking the COMPASS or those needing to work in small groups with a tutor, and individual testing rooms in which students with disabilities may test without disruptions. In addition, LSS now houses the disabilities office, a Women's Resource Center satellite office, faculty advising, and developmental faculty offices. The new space provided by the college has offered us many unique opportunities for serving a larger number of students at risk.

The college not only provided a larger space in a new building for LSS, but also funded the purchase of 47 new computers and related equipment for the main lab and the developmental classroom. Furnishings, including desk and storage space, were all provided to support LSS and its programs for at-risk students. This project was funded by both at-risk and college funds.

LSS still reaches out to individual developmental classrooms with visits by either the professional math or English tutors or the director of LSS. Students in developmental courses complete an Educational Development Plan that addresses goals and the skills necessary to reach those goals. Students may receive free tutoring from either experienced student tutors or one of our professional tutors. Training for student tutors now exists on a Blackboard site provided by the college and maintained by our professional English tutor and the director. In addition to tutoring, students may access LSS's library of videos, books, and tutorial software.

Our full-time lab technician maintains our computers and software and assists students in using any equipment in our lab. Students now have access to CD read/write capabilities as well as the latest software upgrades. Special equipment and scanners are available for students with disabilities. The full-time tutorial coordinator monitors our free tutoring program and matches students and student tutors together at all of our campuses.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Northwestern Michigan College	
	Contact Person Michelle Poertner	
	Title Tutorial Specialist	
	Telephone (231) 995-1138	Fax (231) 995-1253
	E-Mail mpoertner@nmc.edu	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$120,835
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$ 0
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$120,835

2. At-Risk Students Served (unduplicated count):	554
---	------------

3. Summary of Accomplishments:

Northwestern Michigan College's At-Risk Program is a comprehensive collaborative program with includes: mandatory placement testing (COMPASS) for developmental classes, developmental classes in writing, reading and mathematics, academic and vocational testing, academic advising services, study skills, tutoring services, computer-assisted learning, and support services for students with learning disabilities. These support services include books on tape, note-taking assistance, readers, and providing adaptive equipment such as voice activated computer and a modified keyboard. The Center for Learning provides computer-assisted learning in basic academic skills and other class related supplemental software. Learning coaches are assisting students having difficulties with coursework and /or software. Our At-Risk program also provides teaching assistants in many of the developmental math and developmental writing courses for the purpose of working with students having academic difficulties.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Oakland Community College	
	Contact Person Letyna A. Roberts	
	Title Manager of State and Federal Programs	
	Telephone (248) 232-4050	Fax (248) 232-4052
	E-Mail larobert@occ.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$164,112
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$164,112
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (unduplicated count): 3,238

3. Summary of Accomplishments:

Oakland Community College served 3,238 At-Risk students during the 2000-2001 fiscal year through the following activities:

Oakland Community continued to support the collaborative partnership between two local high schools from the Pontiac Community, offering a seven and a half week Summer Academy targeting juniors and seniors with GPA ranging from 1.8 - 2.5. The objective of the Summer Academy is to offer At-Risk students an opportunity to improve their academic skills and self-esteem, develop an awareness of the rigors of the college experience and obtain college information and become aware of career options while earning college credits. Participants of the program were required to take the following coursed: Orientation to College (CNS 110), Elementary Algebra (MAT 110), College Success Skills (IIC 057), Personal Computer Applications (CIS 105) along with extensive participation in a Career Exploration/Symposium and Assessment series. In total, 49 students participated and 40 successfully completed. This program also included a Parent Advocate component, which allowed for parental participation.

Project BOLD (Building Opportunities, Learning Skills and Direction) is a collaborative effort between OCC and local Michigan Rehabilitation Service providers. The objective of this program is to provide support, compensatory strategies and other specialized services to students with learning disabilities. Specific services offered include: vocational and career counseling, academic support and counseling, personal development strategies, tutorial support, and evaluation. In addition this program is strongly supported and partnerships have been formed with numerous local secondary school districts representing the Metropolitan Detroit Area. Through this program we served 302 students, with a completion rate of 86.7% with average GPA of 2.8 or better. Project Bold continues to see increasing percentages of students with Attention Deficit Disorder as well as specific learning disabilities.

PPDI: Personal and Professional Development Initiatives is a project formulated to address the academic needs of at-risk students. PPDI provides a continuum of activities to support the following: student retention, enhanced independent learning, and promotion of academic success. The workshops and events are interactive and topics include strategies for academic success, employability preparation skills, job fair, college readiness, and an open house. During this academic period over 200 current and potential students benefited from these activities. Funding was used to co-sponsor a interactive workshop for high school seniors entitled "Transitioning Students With Disabilities From High School to the Community College" along with a host of other workshops (i.e., strategies for academic success, employability preparation skills and college readiness.)

Over eighty-five students college-wide with varying disabilities including ESL population groups were trained on the

usage of assistive technology equipment such as DRAGON and Kurzweil 3000. This also included the training of all support staff on the upgraded adaptive equipment and software products.

Program Coordinators continue to participate on the ESL Coordination Committee, which focuses on services for students for whom English is their second language. The committee also serves as a means to coordinate all ESL services so that the needs of the students are met in the most efficient manner.

Tutorial support was provided to students enrolled in the ESL Bridge class designed for students with English deficiencies. This class was developed for students that obtained low test scores on the Michigan Test of English Language Proficiency (MTELP). ESL students are referred and participate in activities to practice reading, writing, listening, and speaking to introduce them to basic English grammar and vocabulary. This gives students an opportunity to improve their basic English skills so that they may be able to participate in the developmental ESL classes.

In the areas of remediation and development program offering, Oakland instituted a college-wide math assessment that is a placement testing tool (Computer Adapted Placement Assessment & Support System- COMPASS) to identify students who need remediation prior to enrolling into a math course. Additionally, at our Auburn Hills campus the math department successfully initiated developmental math modules that were piloted for one year. The objective of this project are to: a) to better serve interrupted and/or slower adult students; b) to create and develop meaningful, adult-centered materials and projects that encompass real-world situations and illustrate the need for, and use of, mathematics at all levels; c) to stimulate interest in and enthusiasm for mathematics and its mastery; d) to develop confidence and ability in the use of technology to pursue mathematical ideas; e) to develop meaningful conceptual understanding through pattern recognition and presentation of answers; and f) to encourage and inspire diligent work through collaborative, investigative procedures.

The Academic Literacy Program continues to serve students that scored into developmental English based on their ASSET and/or ETS writing sample. This developmental education program is designed to prepare students to be able to think, read, write, and problem solve at the entry level appropriate for college audiences and purposes. The development of the noted developmental programs have been particularly beneficial for the diverse At-Risk population we serve in all occupational programs.

Classroom presentations were given to students in developmental classes to present information on support services available through PASS

The PASS department provides one-on-one tutoring done by professional tutors who can assess the students' learning styles and provide direction to move them toward becoming independent learners.

In addition to individual tutoring, students in developmental classes are given the opportunity to interact in group tutoring which reinforces the development of reading, writing, and basic math skills necessary to make academic progress.

The PASS specialists continue to assist the coordinator with delivery of accommodations and/or services. They also assist with monitoring and tracking of student progress.

The PASS coordinators and counselors each semester visited developmental English, math, and IIC classes to distribute packets to over 500 students and inform them about the services that are available to them on campus. Included in the packet was information from PASS, IIC, foreign student advising, and counseling. a schedule of IIC workshops on study skills, time management, and test-taking strategies, note-taking was also included. Students were encouraged to attend these workshops.

The PASS counselor meets with all At-Risk students requesting services through PASS. All students are required to complete a career assessment and develop an Educational Employment & Academic Plan of Work to insure students are choosing appropriate classes for their academic level, career goals, and objectives.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	St. Clair County Community College	
	Contact Person	Gerri Barber	
	Title	Student Learning/Enrichment Center Coordinator	
	Telephone	(810) 989-5556	Fax (810) 984-4730
	E-Mail	gbarber@stclair.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$77,130
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$77,130
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (unduplicated count):	352
---	------------

3. Summary of Accomplishments:

The 352 At-Risk students served have completed the College's academic assessments, career interest inventory and Educational Developmental Plan. Students enrolled in reading and English 050 classes participated in career development seminars conducted by At-Risk counselors. Tutorial, academic accommodations for the disabled and personal counseling were available to all students meeting the At-Risk criteria. Additionally, the At-Risk dollars provided financial support for staffing two part-time licensed counselors.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Schoolcraft College	
	Contact Person	Dr. Deborah B. Daiek	
	Title	Associate Dean, Academic and Assessment Services	
	Telephone	(734) 462-4436	Fax (734) 462-4542
	E-Mail	ddaiek@schoolcraft.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$148,852
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$148,852
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (unduplicated count): 1,411

3. Summary of Accomplishments:

Basic Program:

Three themes of Schoolcraft's At-Risk program are included (increased support services, financial aid counseling to improve student opportunities, and faculty-student communications) to provide the best fit between college and students. Toward this end, tutoring and faculty communications have been emphasized. A total of 6,835 tutoring hours for 2,562 students was provided in math, reading, and English. A counselor is specifically assigned to serve At-Risk students and assisted 645 students during FY 2000-2001. This counselor takes a proactive role by spending more time with students and actively communicates with instructors.

Unique Program Components:

Professional Academic Advising and Counseling: A team of faculty members who individually assess At-Risk students and prescribe appropriate tutoring or computer-assisted support services, provided one-on-one assistance. One-on-one contacts are a critical service offered to At-Risk students and include assistance from a counselor, faculty mentors, and peer tutors.

Financial Aid Counselor: Students that are At-Risk typically have a greater financial need than students who enter the College with the appropriate skill levels. A part-time financial aid counselor is specifically assigned to assist At-Risk students with Pell applications. This counselor assisted 766 students from Admissions during FY 2000-2001.

Writing Fellows Program: Another student retention and success strategy aimed at At-Risk students has been the continuation of Schoolcraft's Writing Fellows Program. Writing Fellows have completed all of the College's composition courses and are enrolled in an English honors course designed to enhance their writing-across-the-curriculum skills and tutorial techniques. Each Fellow works with an instructor from a specific discipline, acting as a first reader for student papers, and assisting students with semantic and syntactical accuracy. Again, the impetus is for successful completion of the writing component in a variety of discipline areas for the College's At-Risk population. Writing Fellows are also available to At-Risk student on-line.

P.A. L. (Peer-Assisted Learning) Project: The College instituted a program, similar to the nationally known SI

(Supplemental Instruction) program. Faculty members have the opportunity to work with trained peer tutors in providing their students with three or more extra hours of outside of class assistance with lectures, lab notes, assignments, papers, test preparation, and overall subject fluency. The main impetus for the PAL Project has been to compel At-Risk students to engage in meaningful, collaborative studying outside of mandatory lecture hours, and to therefore increase student retention and their commitment to succeed.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	Southwestern Michigan College	
	Contact Person	John Fannin	
	Title	Vice President for Institutional Planning	
	Telephone	(616) 782-1262	Fax (616) 782-1481
	E-Mail	jfannin@smc.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$186,227
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$186,227
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (unduplicated count):	2,082
---	-------

3. Summary of Accomplishments:

Instruction:

Major curricular reviews in math, writing, reading, and college success strategies were completed last year. This year we have continued teaching with these revised objectives in place; on-going outcomes assessment provides regular feedback on student achievement of course objectives. Communications and developmental studies faculty are very pleased with the implementation of the exit exam for developmental writing courses and have continued to use the results of these exams for course improvement. The college's ESL program has expanded to include more local Hispanic students. Revisions in the ESL curriculum have been implemented. Reading objectives were revised last year; however, faculty are currently revising instructional strategies and materials to more effectively meet these objectives.

Support Services:

The college has reviewed its basic skills assessment tests and will be adopting Compass/ESL (computerized) assessment testing in the spring. Tutoring services (both peer and professional) have been consolidated and expanded in the college's new Teaching/Learning Center. The Focus program for minority students has increased the number of minority students transferring to four-year schools.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Washtenaw Community College	
	Contact Person Cynthia A. Straub	
	Title Director, Student Resource & Women's Center	
	Telephone (734) 677-5066	Fax (734) 973-3692
	E-Mail cstraub@wccnet.org	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$148,858
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$148,858
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 0

2. At-Risk Students Served (unduplicated count):	3,282
---	-------

3. Summary of Accomplishments:

The At-Risk program is administered by the Student Resource & Women's Center (SRWC) in the Student Services Division. A holistic approach is used with at risk students and includes the following services: a diagnostic intake interview, career assessment, financial need assessment, staff assistance with education or interpersonal issues, advising in the areas of academic, career and financial areas and monitoring of progress and other support services for at-risk students.

SRWC works collaboratively with other college departments to provide a comprehensive program including: developmental classes in reading, composition and math; entry assessment testing using COMPASS; specialized assistance in the reading, writing and math centers; study skills and tutoring services; computer assisted learning and a Learning Disabilities Coordinator who does assessment and implements interventions to assist students' learning.

Washtenaw's Early Academic Alert system is used to identify students who are not achieving during the semester to ensure early intervention and increased awareness of the College's support services to students. In addition, a mentoring program for at-risk students began last year to improve persistence rates among at-risk students.

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College Wayne County Community College	
	Contact Person not submitted	
	Title	
	Telephone	Fax
	E-Mail	

1. Expenditures:

- | | | |
|----|--|-----------|
| A. | Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401) | \$158,329 |
| B. | Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs. | \$ |
| C. | Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students. | \$ |

2. At-Risk Students Served (unduplicated count):

3. Summary of Accomplishments:

STATE OF MICHIGAN AT-RISK STUDENT SUCCESS PROGRAM
October 1, 2000 – September 30, 2001
SUMMARY REPORT

SUBMITTING EDUCATIONAL AGENCY	College	West Shore Community College	
	Contact Person	Dr. Kevin A. Pollock	
	Title	Dean of Student Services	
	Telephone	(231) 845-6211 ext. 3112	Fax (231) 845-3944
	E-Mail	kapollock@westshore.cc.mi.us	

1. Expenditures:

A.	Amount of 2000-2001 At-Risk grant (P.A. 272 of 2000, Section 401)	\$146,193
B.	Amount of grant spent to address needs of at-risk students, including, but not limited to, pretesting for academic ability, counseling contacts, special programs.	\$134,502
C.	Amount of grant spent for acquisition of upgrade of technology related equipment and software. Purchases need not be associated with the operation of a program designed to address the needs of at-risk students.	\$ 11,691

2. At-Risk Students Served (unduplicated count):	223
---	-----

3. Summary of Accomplishments:

The At-Risk program at West Shore Community College (WSCC) consists of students enrolled in the Fundamentals of English (FE), Reading Improvement (RI), College Learning Strategies (CLS), and Basic Math (BM) classes. The CLS class emphasizes study skills, test taking techniques, time management skills, and goal setting. All full-time students that fall below the ASSET test minimums in English and reading must take the FE and RI courses during their first semester at WSCC. Besides one-on-one counseling, the At-Risk counselor conducts classroom visits in each section of the above classes during the semester supplying information on career options/choices in addition to advising on individual curriculums. An Educational Development Plan (EDP) is established which is used to assist the student in planning career goals and choosing the appropriate classes to achieve those goals.

The Learning Enrichment Center provides computerized and video supplemental instruction for all the aforementioned classes plus testing services for the BM offerings. A one-hour per week lab has been added to the FE class requirements. The lab is designed to provide additional assistance by giving the student added opportunities to interact with the instructor. A student must achieve an 80% exam score to be excused from participation in the lab. The WSCC Tutoring Center, in conjunction with the college's Special Populations Program, has been established to assist At-Risk students with tutoring needs and coursework assistance. Congratulatory letters are mailed at mid-term and after final exams to those students who successfully complete that segment of the semester. The At-Risk counselor and the Dean of Student Services individually sign each letter.